

Smiley Faces Day Nursery (Bentley)

Brief description of the setting

The nursery is situated on the ground floor of the Children's Centre and has 4 main play rooms, which are divided up into 5 spaces in order to best meet the needs of different groups of children, according to their chronological age or stage of development. In this way we are able to ensure that all children make as much progress as they are able. The Baby Room has space for up to five babies. It has its own adjoining area for nappy changing and there is also a low toilet situated within the change area for children who are nearly two and are ready to begin toilet training. The Baby Room also has its own dedicated sleep area. Part of the baby room has been set up as an intervention room that our more delayed funded toddlers access. A maximum of four children can access this space at any given time. This small group receives an experience rich in language and interaction in order to aid their development in the Prime Areas. The Toddler room is organised so that it is a continuation of the baby room as most of the funded toddlers in this room are working in the 16-26 month age band. We have a separate Preschool room for children who are almost 3 and over, and also a separate Classroom for the more able children. We have 3 separate secure outdoor play areas and each has a covered section to allow for outdoor play in all weathers.

How we identify if your child may need additional help and/or has special educational needs (SEN)

We identify additional needs through observations of the child looking at a number of broad areas, communication and interaction, cognition and learning, behavioural, emotional and social development, and sensory and/or physical difficulties. We look at the child's tracking to see if there are any areas they may need further support in and then plan actions from this point.

How we involve parents and carers in meeting the needs of their child and in whole setting developments

The parent's/carers views are very important to us in the development of their child. Parents are always asked what their desired outcome is for their child in order for us to set small steps in place to achieve. Parents and carers are invited to support plan meetings in order to discuss what is working/not working towards their child's development and to plan future targets for their child. Activities we carry out with the child in nursery are shared with the parent to carry out at home to continue the process in and out of nursery.

How we will involve your child in the planning and review of their support

Where possible we encourage the children to participate in making choices towards their planning of activities and reviewing how they went. Asking simple questions or through pictures. However, this all depends on the age and stage of development of the child.

How we match the curriculum, teaching and learning approaches if your child has SEND

The nursery provides a differentiated curriculum in order to meet the needs of most of the children who access. If we feel it is necessary to provide additional or different types of support to a particular child, we consider meeting their needs through the graduated approach.

How we provide additional support if your child has learning needs

If your child needs additional support for their learning needs then we will assess what needs to be put in place to support them. Your child will have a Person Centred Plan which tracks where they are and what needs to be in place to help them develop and achieve. If your child needs additional one to one support this can be applied for through the Early Intervention Allowance, however this is only if we feel your child is not progressing with all the previous interventions put in place.

How we provide additional support if your child has social and communication needs

If it is identified your child has social and communication needs we will work alongside the parent/carer to put in place additional support. This may involve referring to and working with the Speech and Language Therapists. When we receive recommendations from the Speech and Language Therapist, these will be put in place in the child's support plan and targeted activities are carried out to help your child's progress.

How we provide additional support if your child has physical, sensory and/or medical needs

If your child has physical, sensory and/or medical needs, we work in partnership with the parents/carers in order to put actions in place to support the child whilst in the setting. This may be through moving furniture, lower/higher tables, using extra equipment such as walking aids etc. During the pre-entry meeting we will discuss any medical needs your child may have. If training is needed in order to support the child then this will be arranged. Health Care plans will be completed to ensure we can carry out medication the child may need on a regular basis.

How we provide help to support your child's emotional health and well being

We provide support for your child's emotional health and well-being through the key person system. Your child is allocated a key person and a second key person. These members of staff will work closely with your child, developing a relationship with them. They will be there to support your child's learning and development, support them at times of transitions, and offer support if they are worried or upset.

How we promote developing independence

All children are encouraged to develop their independence, this is done regularly throughout our daily routine e.g. finding own nappies, serving themselves food and drink etc. We encourage the child to always try, then support them where needed, praising them for their attempts.

How we measure and review your child's progress against their targets and longer term outcomes

Whilst at nursery your child will have a range of documents which look at their development, such as the assessment booklet and the tracking document. Your child will also have their support plan which will outline their longer term outcomes and have a short term target on to help achieve this goal. We carry out an assess, plan, do, review cycle which looks at how your child is progressing in their targets, seeing if they are achieving the small steps put in place, or if they need further support. This process will take place during support plan meetings. All professionals involved in with the child are invited to contribute to this assessment, along with the parent/carer. At the meetings we discuss what is working and isn't working and the next steps to be put in place to achieve the long term outcomes.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND

When a child comes to our setting we look at their developmental needs and look at what needs adapting in the environment to support them. We do this alongside a range of other professionals to ensure we are meeting the child's additional needs. Changes may involve rearranging the furniture for a child with visual or mobility difficulties, keeping the layout similar as not to confuse them etc. We keep risk assessments up to date to ensure any risks are changed. If necessary, we send staff on training e.g. moving and handling to further develop their knowledge and support them in supporting the child. We offer one to one support as needed for children who lack concentration. When needed we purchase special resources such as a stool, sand timers etc. Throughout the nursery we have a range of resources which portray children with a range of disabilities, such as in books, jigsaws, dolls etc.

How we include children with SEND in the life of our setting

We include children with SEND in all aspects of our setting life. The physical design of the building is open plan, making it accessible to all. There are a variety of sized tables and chairs to access to suit all needs. Planned activities are differentiated to suit all abilities so all children can join in and develop.

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

We have 2 SENCO's in our setting. They work closely with all the staff within the nursery to ensure that they can support any children who have additional needs. We also have a number of staff who have worked closely with children who have autism. When children come to our setting with additional needs, and we need more training on to support them, this is arranged and all staff attend to ensure they can support the child to the best of their ability.

External support and expertise we can call upon to help us to meet children's need

We work with a range of external agencies in order to meet the children's needs. If we feel your child needs support with their speech and language, we are able to refer to this service. We also work closely with the Preschool Inclusion and Portage Team, Occupational Therapists, Health Visitors, Family Support Workers, Occupational Therapists, The Hearing Impairment Team.

How we prepare children to join our setting

If a child is identified to have SEN prior to entering our setting then a pre-entry meeting is arranged. Here we will discuss how we are able to meet your child's needs and if anything needs to be put in place prior to them entering the setting. Your child will visit the setting and look around and they will attend a minimum of three settling in sessions to familiarise themselves with the setting and staff members. We only take children when we are sure we can meet their additional needs, this may require us to delay their start date.

How we prepare children to move on from our setting

When children are ready to leave our setting we work in partnership with the school the child is transitioning to. For a child with SEN we will invite the school/school SENCO to the child's support plan meeting so they can meet all the professionals involved and discuss what needs to be put in place for the child transitioning to their setting. Prior to the child leaving the staff from the school will come to our nursery and read stories with the children, talking to them and building relationships. Where possible we also visit the new setting with the child to show them around. We carry out a range of activities with the children such as school role play and reading stories about school, to prepare them for what it may be like. We also ensure that all full paperwork e.g person centred plans are taken personally to the school and the receiving school is required to sign for the documents. We obtain a separate signature per child.

How we deploy our resources to meet the needs of children with SEND

We have two SENCO's, one to oversee the younger children, and one to oversee the older children. They work in collaboration to support the children in the setting as they progress through the nursery. All activities and learning experiences are responsive to and respectful of individual differences and promote acceptance of each person, positive self-esteem and strong personal identity. Resources needed by the child to meet their needs are deployed where the child is in nursery.

Contacts for more information

For up to date contact information, please use the Childcare and School Search on the home page of the Families Information Service website.